Intensive English Language Institute  
Department of World Languages and Cultures  
College of Humanities and Social Sciences, Utah State University  

**IELI 2360: Reading from Authentic Texts**  
**Fall 2021**  
**Course Syllabus**  

**Instructor:** Elena Tyler  
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Email: elena.taylor@usu.edu  
Office Hours: M/W 11:30-12:20  

**Course Information**  
Class Days and Times: MW 9:30-11:20 am  
Location: RWST 113  
Course website: Canvas  

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**Important Dates**  
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Classes Begin</td>
<td>Monday</td>
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<tr>
<td>Labor Day (No Classes)</td>
<td>Monday</td>
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<tr>
<td>Fall break (No Classes)</td>
<td>Friday</td>
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<tr>
<td>Thanksgiving Break (No Classes)</td>
<td>Wednesday-Friday</td>
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<tr>
<td>Classes End</td>
<td>Friday</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Monday-Friday</td>
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**Course Description**  
This course focuses on comprehension of academic and popular media texts including articles from newspapers, magazines, and web pages. Awareness of discourse organization and development of academic vocabulary are emphasized.  

**Course Goals**  
1. To improve reading comprehension at an intermediate level of language proficiency;  
2. To increase awareness of typical patterns of discourse organization in authentic texts learn techniques for visually representing organization and content of text;  
3. To build academic vocabulary.  

**Learner Outcomes**  
Students will demonstrate improvement in reading comprehension by:  
- identifying main ideas and supporting details in outline or other visual form;  
- summarizing main ideas in writing;  
- answering questions about content.  

Students demonstrate awareness of the discourse organization of various authentic texts by completing tasks such as:  
- identifying typical patterns (e.g., topic/subtopic, chronological order, process/procedure, comparison-contrast, cause-effect, problem-solution);  
- creating visual representations of content such as tree diagrams, timelines, T-charts, or flow charts.  

Given a text, students can visually represent its organization and content by:
• using conventional graphic organizers such as tree diagrams, timelines, T-charts, or flow charts.

Students demonstrate knowledge of academic vocabulary through tasks such as:
• matching of academic target words to synonyms;
• fill-in-the-blank exercises;
• using the target words in context;
• answering questions using the target words

Materials
• Textbook: Reading & Vocabulary Focus 3, by Jessica Williams: https://www.amazon.com/Reading-Vocabulary-Focus-Jessica-Williams/dp/1285173368
• Books for reading and classroom discussion (see the list below).

Books:
“Wonder” by R. J. Palacio (310 p):
https://www.amazon.com/gp/product/0375869026/ref=dbs_a_def_rwt_bibl_vppi_i0

“Bud, not Buddy” by Christopher Paul Curtis (243 p): https://www.amazon.com/Bud-Buddy-Christopher-Paul-Curtisdp/0440413281/ref=sr_1_1?ie=UTF8&qid=1534035484&sr=8-1&keywords=Bud+Not+Buddy

You should purchase these books as soon as possible. Buy them today! I suggest that you order them through Amazon (buy used copies to save money).

Canvas
The course is now available on Canvas. Please let me know if you don’t see it in your Canvas account. You will see weekly lesson description in “Modules/”Pages.” You will also find all class-related materials in “Files,” including the syllabus for this class. You will submit all of your completed homework through Canvas. I will also send regular announcements. Therefore, it is important that you are able to access this course through Canvas.

Grading
Final letter grades are assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93% and above</td>
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<tr>
<td>A-</td>
<td>90 – 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67 – 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63 – 66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60 – 62.9%</td>
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<tr>
<td>F</td>
<td>59.9% or below</td>
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</table>

Grades will be awarded in the following amounts:
- Attendance/Participation: 20%
- Homework Assignments: 20%
- Book Quizzes: 15%
Presentations 15%
True Stories Assignments 15%
Final Exam 15%

As per IELI policy, any grade below C- is failing.

**Attendance/Participation – 20%**

Classroom participation is an important part of being a college student. You are expected to participate in each class to the best of your ability. Merely being present does not constitute participation. Just like in the workplace, it is not enough to just show up. It is expected that you come to class **prepared** and **on time**. Coming prepared means having your materials, completed homework, being ready to contribute to class discussion, and projecting positive attitude. It is also expected that you conduct yourself in a respectful manner.

For each class, you are granted 10 points: 5 for attendance and 5 for participation. If you are absent, you lose those 10 points automatically. If you are late/leave class for more than 10 minutes, you are marked absent. As far as participation goes, you will lose 5 points for the following kinds of behavior:

- You are late for class--less than 10 minutes (2 late arrivals are allowed for the entire semester);
- You seem to be unprepared (e.g., haven’t read the assigned pages of the book, haven’t completed the assigned task that requires classroom discussion and participation);
- You use your cell phone. For the first two times that you use your cell phone you will lose 5 participation points, after that--you will be marked absent each time you use your phone;
- You use your laptop for non-class related purposes (e.g., surf on the Internet). For the first two times that you use your laptop you will lose 5 participation points, after that--you will be marked absent each time you use your laptop;
- You didn't bring the materials required for the lesson;
- You sleep in class;
- You do homework for other classes;
- You do any other work not related to class activities;
- Your behavior is disruptive*.

* Examples of disruptive behavior:
  - Leaving class without permission;
  - Making noise and repeatedly interrupting;
  - Being verbally abusive to or insulting the instructor or other students;
  - Persistent and unreasonable demands for time and attention;
  - Refusing to comply with the directions of the instructor.

**Homework Assignments – 20%**

Your homework assignments for the textbook will be assigned as we go (they are NOT indicated on the calendar below!). These assignments are due the next class period. Please pay attention to the assignments appearing in your Canvas account. You will also see them in weekly lesson descriptions (see “Modules”/“Pages”).
Late homework assignments are accepted but not graded. In other words, you can still receive feedback on a late homework assignment, but you won’t receive credit for it. Even if you miss a class, you need to come to the following class prepared and with your homework assignment completed.

**Book Quizzes – 15%**
For each book that we will read and discuss in class this semester (see above), you will complete an online reading comprehension quiz. The dates of the quizzes will be indicated on Canvas.

**Presentations – 15%**
Throughout the semester, you will give several presentations on topics related to those discussed in the textbook. These presentations will give you the opportunity to apply the learned material and critically think about the topics and issues discuss in class.

**True Stories Assignments – 15%**
You will read several true stories and complete a series of assignments for each story. These weekly assignments, which you will submit on Canvas, will be due each Monday before class.

**Final Exam – 15%**
Final Exam will allow you to demonstrate the skills you learned this semester.

**Policies**
**Class Policies**

**Illness and Emergencies.** If you are sick for more than a day, or if there is an emergency (please note that for the university, emergencies include a death or serious illness in the family, warfare, jail or legal problems, accidents), please let the instructor know. Remember that an excused absence for illness purposes will only be granted if a valid proof of absence (e.g., a medical excuse from a doctor) is provided.

**IELI and USU Attendance Policy**
Learning a language requires that you actively attend and participate in your classes. If you do not regularly attend classes, you may miss important information and fail the class, not progressing to the next level in the IELI program. Attendance is not only important for learning but essential for international students on an F-1 or J-1 visa to maintain their legal immigration status. IELI works closely with the office of Global Engagement to ensure that our students maintain their immigration status and will report students who regularly miss class. Consequently, the following attendance policy will be enforced.

**Missing consecutive classes.** If a student misses 7 consecutive classes for any one class without contacting the instructor and providing valid proof of absence (e.g., a medical excuse from a doctor), their immigration status will be terminated and they will be sent home.

**Total classes.** If a student misses 7 total class hours for any one class or 22 total class hours in any one semester, their immigration status will be terminated and they will be sent home.

**USU policy/excused absences.** According to the USU policy, a student may not miss more than 20% of any class even if it is excused. This means that you cannot miss more than 9 classes for any one class, even if some of the absences are excused. If a student’s total absences (excused and
unexcused) for any class exceeds 9, their immigration status will be terminated and they will be sent home.

**Warnings.** Students will get at least three warnings before their immigration status is terminated. It is the student’s responsibility to provide a current e-mail address to IELI and the office of Global Engagement and check their e-mail regularly. If a student’s immigration status is terminated, they will be given 15 days to leave the U.S.

**IELI Policies**

**Grading.** The grades you get for each class are based on the work you do for that class. Attendance and effort are important factors for successful learning but do not directly affect your grade. It is important for you to do your best on all your in-class and at home activities as they will be graded on how well you complete these activities. Successful completion of these activities will help you gain the knowledge and skills you need to meet learner outcomes for each course.

**Progressing to the next level.** You must receive a grade of C- or better in any IELI class in order to pass that class and move to the next level of that class. Students who receive lower than a C- are required to repeat the class until they receive a passing grade. If you are not passing a class at midterm you will be re-registered for the class until final grades are posted. If your final grade shows that you passed the class, you will be moved up into the next level or the class will be dropped.

If you want to check on how well you met the learner outcomes for each class, there are two ways to do so: 1) you can get a copy of the student achievement form from the IELI staff assistants or 2) you can access your grade on the USU website and then compare the grade to the Grade Descriptions on the IELI website (Current Students -> Academics-> Grade Descriptions).

**In-term evaluations.** Your professors will inform you, in writing, of your grade three times during the semester (e.g., approximately 4 weeks, 8 weeks and 12 weeks). For the midterm evaluation, IELI faculty assign a letter grade to students in each of their classes. If you are doing work at a level lower than C in any of your classes, your professor will meet with you to discuss what you will need to do to pass the class.

**University Policies**

**Academic Integrity – “The Honor System.”** Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

**The Honor Pledge:** To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.
**Grievance Process (Student Code).** Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking – which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: [http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf](http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf) (Article VII. Grievances, pages 25-30).

**Plagiarism.** Plagiarism includes knowingly “representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.” The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

**Sexual Harassment.** Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any “unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.” If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

**Students with Disabilities.** The Americans with Disabilities Act states: “Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course.”

**Withdrawal Policy and "I" Grade Policy.** Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.
## Course Calendar

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Classwork</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Aug 30-Sept 5</td>
<td>Introductions, buy books</td>
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<tr>
<td>Week 2</td>
<td>Sept 6-12</td>
<td>Unit 1: Time</td>
</tr>
<tr>
<td>Week 3</td>
<td>Sept 13-19</td>
<td>Unit 1: Time, Reading “Wonder”</td>
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<tr>
<td>Week 4</td>
<td>Sept 20-26</td>
<td>Unit 2: Water, Reading “Wonder”</td>
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<tr>
<td>Week 5</td>
<td>Sep 27-Oct 3</td>
<td>Unit 2: Water, Reading “Wonder”</td>
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<tr>
<td>Week 6</td>
<td>Oct 4-10</td>
<td>Unit 3: Travel, Reading “Wonder”</td>
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<tr>
<td>Week 7</td>
<td>Oct 11-17</td>
<td>Unit 3: Travel, Reading “Wonder”</td>
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<tr>
<td>Week 8</td>
<td>Oct 18-24</td>
<td>Unit 4: Animal-Human Relationships, Reading “Wonder”</td>
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<tr>
<td>Week 9</td>
<td>Oct 25-31</td>
<td>Unit 4: Animal-Human Relationships, Reading “Bud, not Buddy”</td>
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<tr>
<td>Week 10</td>
<td>Nov 1-7</td>
<td>Unit 5: Architecture, Reading “Bud, not Buddy”</td>
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<tr>
<td>Week 11</td>
<td>Nov 8-14</td>
<td>Unit 5: Architecture, Reading “Bud, not Buddy”</td>
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<tr>
<td>Week 12</td>
<td>Nov 15-21</td>
<td>Unit 6: Genetics and Environment, Reading “Bud, not Buddy”</td>
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<tr>
<td>Week 13</td>
<td>Nov 22-28</td>
<td>Unit 6: Genetics and Environment, THANKSGIVING</td>
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<tr>
<td>Week 14</td>
<td>Nov 29-Dec 5</td>
<td>Unit 6: Genetics and Environment, Reading “Bud, not Buddy”</td>
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<tr>
<td>Week 15</td>
<td>Dec 6-12</td>
<td>Reading “Bud, not Buddy;” Wrap up</td>
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